

Special Education Director Call

November 17, 2015

IDEA 40th Anniversary

- On Nov. 29, 1975, President Gerald Ford signed into law the *Education for All Handicapped Children Act* (Public Law 94-142), now known as the *Individuals with Disabilities Education Act (IDEA)*.
- This opened public school doors for millions of children with disabilities and the country's commitment to ensuring that all children have opportunities to develop their talents, share their gifts, and contribute to their communities.

<http://www2.ed.gov/about/offices/list/osers/idea40/index.html>

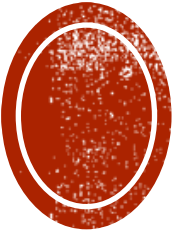
Jessica Lamb

AUGIE ACCESS



AUGIE ACCESS

A DREAM COME TRUE...



Augustana University Professors Julie Ashworth, Matthew Johnson, and Karen Mahan spent several years working to bring the Augie Access program to life. While they worked to bring a formalized program to life, they began by working individually with a few students with intellectual or developmental disabilities. The Professors were able to assist these students in gaining a post-secondary experience where students audited or took courses for credit and assisted those students in engaging in college life through the use of Peer Navigators.

When Augustana University was awarded the Post-Secondary Education Pilot Program grant sponsored by the South Dakota Council on Development Disabilities, the Department of Human Services, the South Dakota Department of Labor and Regulation, and the South Dakota Department of Education, the dream of an organized program came to fruition, and Augie Access was born!

Augie Access



South Dakota Council On
Developmental Disabilities



A Post-Secondary Education Pilot Program for Young Adults with Intellectual and Developmental Disabilities

Program Design:

- Admit three to five new students per year
- Provide access to a menu of courses for credit, non-credit, or auditing
- Utilize a Person-Centered Planning process
- Create appropriate supports for students in classroom settings
- Assist students in locating appropriate residential options
- Develop peer support networks (peer navigators)
- Produce on/off-campus work opportunities and internships including job coaching services
- Collaborate with Vocational Rehabilitation Services and Department of Labor and Regulation, Disability Employment Initiative, Department of Education and Division of Developmental Disabilities

Required Eligibility of Program Participants:

- Ages 18-24
- Resident of South Dakota
- Primary goal of employment
- Students must have a documented diagnosis of an Intellectual/Developmental Disability
- Ability to fund tuition/fees/housing/books/supplies
- Students must have completed a Vocational/Interest Assessment
- Access to and from Augie campus to attend classes and other activities
- Proven ability to participate appropriately in a classroom or professional setting
- IDEA-eligible, formerly IDEA eligible, or entitled to support through other disability services such as VR or DD.

Please visit www.augie.edu/augieaccess to find out more information!

Vision

To increase the participation of young adults with intellectual and developmental disabilities in post-secondary educational experiences, thereby improving employment outcomes.



HOW IEP TEAMS CAN PREPARE A STUDENT FOR AUGIE ACCESS...

- Student responsibility and accountability are critical to success in Augie Access.
 - Provide opportunities for students to self-advocate.
 - Provide opportunities for students to increase independence.
 - If students wish to live in the residence halls, self-care skills need to be in place.
- Practice good academic behaviors – completing course work on time, manage a planner, practice participating in class discussions.
- Come tour! Bring parents and see what Augie Access can offer your student!
- We work closely with VR and other service providers – have students begin those relationships as soon as possible so they are comfortable with those team members.



Augie Access...



...A NEW PLACE TO CALL HOME

WELCOME WEEK

Activities

- Picnic with President

- Bon Fire

Open Night Event: Nick Pike

New Student Varieties

Southside Game Night

What does it mean to be a Viking?

- Movie on the Green

- Splash Party

- Group Projects and Learning Session





CLASS TIME...

...ENDLESS



A PLACE FOR FRIENDSHIPS . . .
. . . FOR A GREAT EDUCATIONAL, SOCIAL,
AND INCLUSIVE

TIP OF THE MONTH

Tip of the Month

- Child Find and Referrals
 - General education staff should be trained on child find responsibilities and referral process.
 - General education personnel and administrators are often the first to notice the need for a referral or are contacted by parents about education concerns.
 - Make sure that staff are trained to recognize that a parent's mention of educational or other concerns may constitute a referral for special education eligibility and can explain the process.

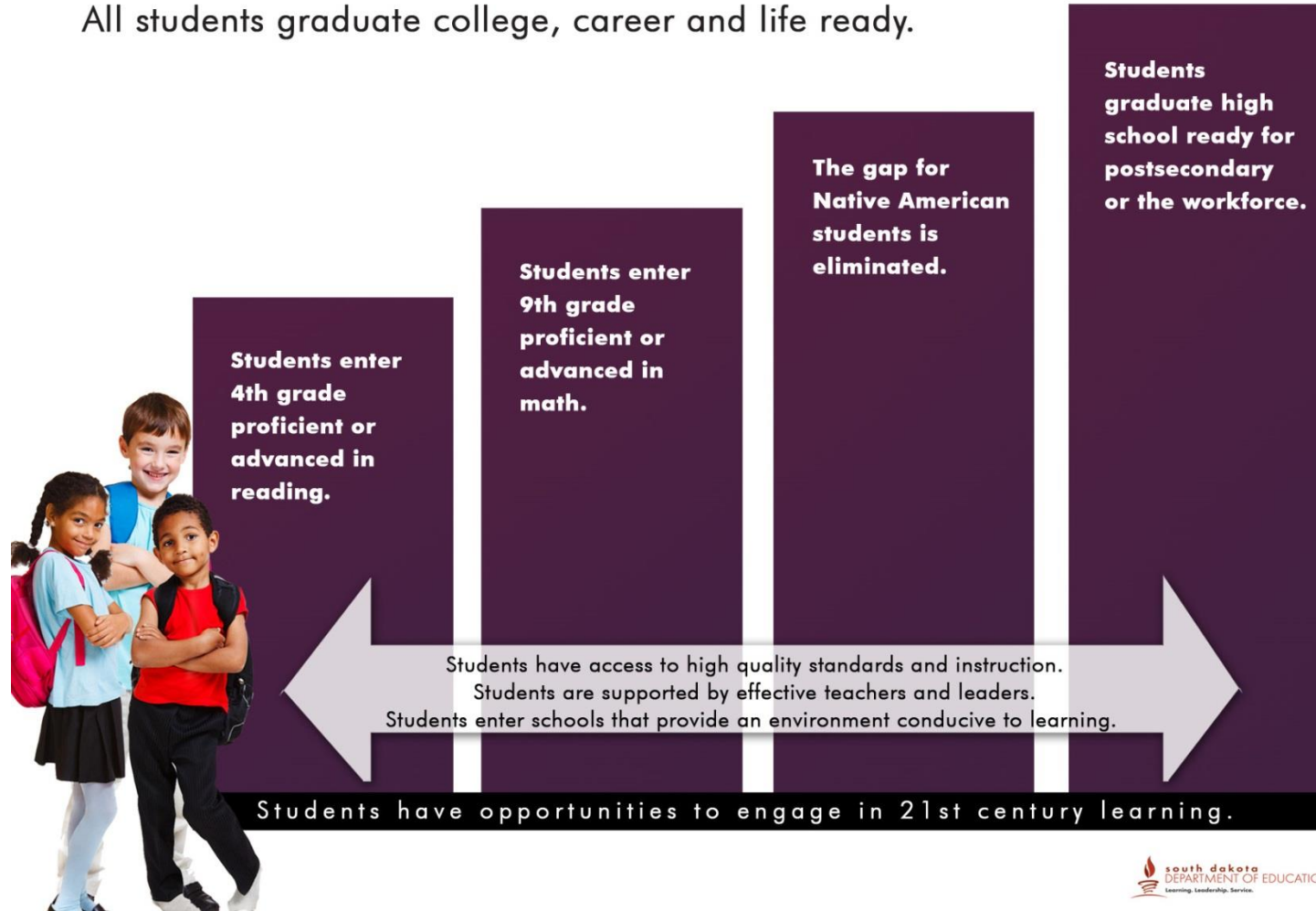
All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

College, Career and Life Ready

All students graduate college, career and life ready.



Proficiency in Reading
by 4th Grade

Proficiency in Math
by 9th Grade

Nonfiction and Informational Reading

Grade Level	Literary	Informational
4 th	50%	50%
8 th	45%	55%
12 th	30%	70%

College and Career Ready

Students graduate high school ready
for postsecondary or the workforce

Youth Leadership Forum

- Youth Leadership Forum is a week-long leadership training and career awareness program for high school students with disabilities. It provides training in leadership, self-advocacy skills and career awareness.
- Delegate applications are due December 18, 2015
- For more information and application, go to <http://tslp.org/YLF.htm> or contact your regional TSLP staff.

Reporting Diploma Status

- SD has only one type of diploma, but a special education student may earn a diploma in one of two ways (24:05:27:12):
 - by meeting all regular requirements; or
 - by having one or more requirements waived or modified by the IEP team

Student Exit Code from Special Ed Enrollment	Student Description	Regular Diploma Requirements
2 – Graduated (high school diploma)	Student met all the requirements as outlined in 24:43:11:02	Y
2 – Graduated (high school diploma)	Student met all requirements as outlined in 24:43:11:02 but only took Algebra 1 and Geometry, was excused from Algebra 2 as outlined in 24:43:11:01, and took a third credit of Consumer Math	Y Excusing one course in math or science is allowed for all students so this is not considered modified.
2 – Graduated (high school diploma)	Student met most requirements as outlined in 24:43:11:02, but the IEP team determined it would not be feasible to take the Speech or Debate .5 unit and substituted .5 unit of Writing Forms and Applications	N The student did not meet the same requirements as other students, the IEP team modified the requirements.
2 – Graduated (high school diploma)	Student had many changes to course requirements by the IEP team that were counted towards graduation requirements. Excused from American Literature, took Reading Text for Information, excused from US and World History and took City Resources and Accessing State Services, excused from all outlined math credits and took three levels of Consumer Math, ...	N The student did not meet the same requirements as other students, the IEP team modified the requirements.

- High School Graduation Requirements and webinars found at
 - <http://doe.sd.gov/octe/gradrequirements.aspx>
- Questions about graduation requirements for all students contact Andrea Diehm at 605-773-4150.

New Exit Code

- If student will receive a diploma but has modified coursework, they will have an exit code of 03 – Graduated – The IEP Team modified the Diploma.
- Reference Student Desk Guide page 57:
<http://doe.sd.gov/ofm/documents/DataGd-15d.pdf>

Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

Dispute Resolution Updates Webinar

- Jim Walsh from Walsh Gallegos Law Firm will present the most recent dispute resolution updates (similar to the year in review from the Northern Plains Law Conference)
- December 17 from 2:00 – 4:00 pm CT
- Registration information coming soon

Facilitating Challenging Conversations

November 18

Location: Holiday Inn
Centre
Starlite Ballroom
100 W 8th Street
Sioux Falls, SD 57104

November 19

Location: Rushmore Plaza
Civic Center
Alpine Room
444 Mt. Rushmore Rd. N.
Rapid City, SD 57701

Registration and continental breakfast at 8:00am.

Cost \$50

Contact Linda Turner for late registration

School Climate

Students enter schools that are provide
an environment conducive to learning.

November Behavior Tip:

Teaching Replacement Behaviors

What are Replacement Behaviors?

1. *What student should do instead of the problem behavior?*
2. **Positive alternative** that allows the student to obtain the same outcome that the problem behavior provided.
3. *The replacement behavior must be as easily performed as the problem behavior*

Examples of Replacement Behaviors

- Swears at teacher: **protesting a lack of teacher attention** – Replacement: Verbally state a desire for attention from the teacher.
- Runs from room- **escaping hard work** – Replacement: Go to time away/break center
- Pushes peers on playground: **protesting lack of peer attention**- Replacement: Verbally ask to join activity with peers

DATA

Reporting Special Ed Data

- Directions on coding Special Education information is incorporated into the *Student Data Desk Guide*
- *Special Ed Enrollment Form* is updated
- Both can be found at:
 - <http://doe.sd.gov/ofm/sims.aspx>

Eligibility for Child Count

- Student must be eligible and receiving services on December 1 to be on child count.
- Take into account the 5 days required for Prior Notice.

Child Count Directions

- Read December issue of *Student Data Newsletter* and find other resources at:
- <http://doe.sd.gov/ofm/data-childcount.aspx>

Enrollment Reminders

Day begin providing services

Determined by Business & Sped Director

Hours per week

ASD severity levels required for students newly identified and as they are re-evaluated

District needs to check if student takes alt-assessment to pre-enroll for assessment

* Effective Date 11/03/2014	Special Ed Program B: Severe Disabilities	Special Ed Category 0120: Self-Contained Classroom 0-39%
	Primary Disability 560: Autism Spectrum Disorder	Multiple Disability 1
	Multiple Disability 2	Multiple Disability 3
	Multiple Disability 4	Multiple Disability 5
End Date	Exit Code	

Physical Therapy Hours	Recreational Therapy Hours	Audiological Services Hours
Occupational Therapy Hours	Speech/Language Therapy Hours	School Health Services Hours
Psychological Therapy Hours	Orientation Mobility Hours	Counseling Services Hours
Social Work Service Hours	Other Service Hours	<input checked="" type="checkbox"/> Participates in Alt. Assessment
Transportation	Assistive Technology	
ASD Severity Behaviors Level 2: Requiring substantial support	ASD Severity Communication Level 3: Requiring very substantial support	

Enrollment in Sped/Out of District Placement

sample2, student

Grade: 07 #083458231 DOB: 01/12/2002 Gender: M

Summary **Enrollments** Flags Assessment Behavior Graduation Records Transfer Accountability

Save Delete Print Enrollment History New

General Enrollment Information

Calendar
14-15 Sped Out of District Pla

*Start Date
08/20/2014

No Show
☐

Start Status
00: Current Student

Start Comments

Schedule (read only)
Main
End Date

*Grade
07

End Action

End Status

Class Rank Exclude
☐

*Service Type
N: Special Ed Services

End Comments

Future Enrollment

Next Calendar

Next Schedule Structure

Next Grade

State Reporting Fields

*Resident District
Alpena 36-1: 36001

*County
Jerauld

Citizenship
1: US Citizen

Gifted
N: No

504 Plan
☐

*Serving (Attending) District
Childrens Care Hospital/: 49316

Enrollment Status
P: Tuition Paid by District

*Percent Enroll
1

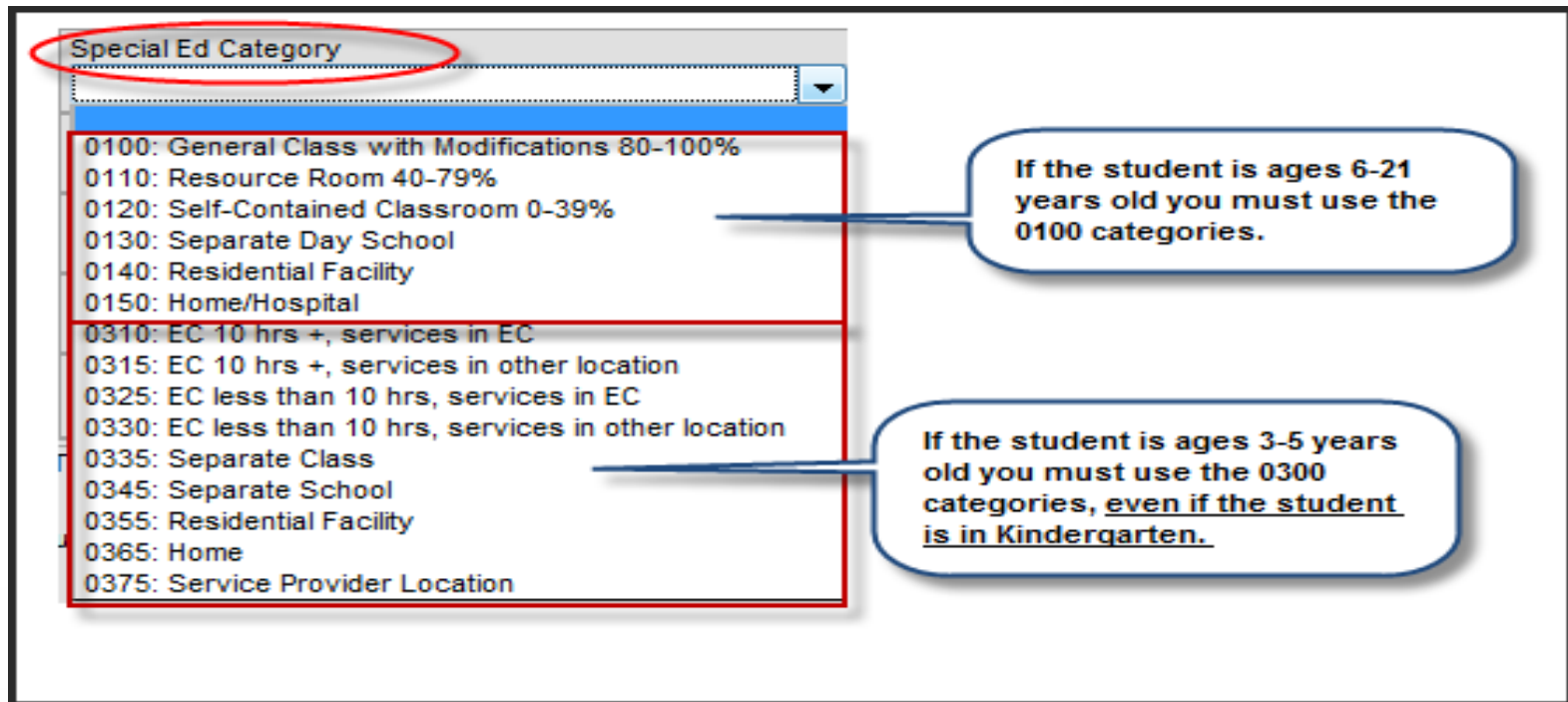
Where the student is being served.

If the district is paying the tuition

Percent enrolled will be 1%-- Having this enrollment will allow the student to be pulled on the SD Child Count Report.

Service Type: "N" Special Ed. Services

Special Ed Category



The screenshot shows a dropdown menu titled "Special Ed Category". The menu is open, displaying a list of categories. A red box highlights the first five categories (0100-0150), and a blue box highlights the remaining categories (0310-0375). Two callout boxes provide instructions: one for ages 6-21 pointing to the 0100 categories, and another for ages 3-5 pointing to the 0300 categories, emphasizing that these must be used even for kindergarten students.

Special Ed Category

- 0100: General Class with Modifications 80-100%
- 0110: Resource Room 40-79%
- 0120: Self-Contained Classroom 0-39%
- 0130: Separate Day School
- 0140: Residential Facility
- 0150: Home/Hospital
- 0310: EC 10 hrs +, services in EC
- 0315: EC 10 hrs +, services in other location
- 0325: EC less than 10 hrs, services in EC
- 0330: EC less than 10 hrs, services in other location
- 0335: Separate Class
- 0345: Separate School
- 0355: Residential Facility
- 0365: Home
- 0375: Service Provider Location

If the student is ages 6-21 years old you must use the 0100 categories.

If the student is ages 3-5 years old you must use the 0300 categories, even if the student is in Kindergarten.

Child Count Report in Infinite Campus

Year **14-15** District **Alpena 36-1 (36001)** School **All Schools** Calendar

Index Search Help <

SD December Child Count Report

SD December Child Count is an unduplicated count of all children with disabilities ages 3-21 receiving special education and related services according to an individualized education program (IEP) on Dec. 1 each year when Effective Date is null. If an Effective Date is entered, child count data will represent data as of effective date. Data will be pulled for the Year selected in the main toolbar

Extract Format: **CSV**
Effective Date: **9/16/2014**

Generate Extract

Select Districts

- Abbott House
- Aberdeen 06-1
- ABERDEEN CATHOLIC SCHOOL SY
- Aberdeen Christian High S
- Aberdeen Christian School
- Ability Building Services Inc.
- Accountability
- Advance ATC
- Agar-Blunt-Onida 58-3
- Alcester-Hudson 61-1
- Alpena 36-1**
- American Horse School
- Andes Central 11-1
- Arlington 38-1
- Armour 21-1
- Aspire, Inc.

CTRL-click and SHIFT-click for multiple

This feature will be the 1442 update that we will be taking in early November.


SD December Child Count Rep

SD Extract
Student Enrollment Extract

What is the “Flagged” Column?

- If there is a “1” in this column on your report, that means there is a problem with the setting code in the next column of the Child Count report. The setting code is the Special Ed Category in the enrollment record.

Flagged	Special_Ed_Category	Occupatio	Physical_1	Psycholog	Counselin	Social_V	Audiologi	Recreatio	School_H	Speech_L	Transport
1	310										
0	140										



Things to check if a student doesn't show up on your child count report

- Make sure the student has an active special ed record on December 1st. Sometimes if there is a change in IEP, the old record gets ended but a new record does not get put in.
- Any student under the age of 3 or over the age of 21 will not be on the report.
 - Birth date errors are common. If you need to change the birth date, you will need to go into the **Demographics** tabs to make the change.

Things to check if a student doesn't show up on your report

- If the student is an out of district placement but they are not on your report, you will need to make sure they are entered into Infinite Campus under the Sped/Out of District Placement School correctly.

Private School Child Count

- Will be collected online using the same process as Public school Child Count
- Will be addressed during the Dec 1st Child Count webinar
- Webinar will be recorded and posted
- More information coming soon

Who to ask?

- IEP Questions
 - Ask region representative - 773-3678
- Entering information into Infinite Campus
 - Teri Jung - Data Collection office at 773-3248
- Submitting official child count
 - Susan Woodmansey and Bobbi Lieferman at 773-3248

Upcoming Training

- Child Count Submission Webinar
 - December 1 – 11 am central
 - Sped Director webinar connection and phone number

SD-STARS

- South Dakota Longitudinal Data System
- <http://doe.sd.gov/ofm/lds.aspx>
- Information:
 - FERPA videos for schools and parents
 - Data Sources and Reports
 - Monthly Newsletter
- Username and login – Every district has a SD-STARS manager.

COMPREHENSIVE PLAN

Comprehensive Plan

SECTION VII: Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

- The district/cooperative and all member schools/districts will ensure that all children with disabilities are evaluated in accordance with 34 C.F.R. §§300.300 through 300.311. Specific references must include:
- Parental consent (for initial evaluation, services, and re-evaluations; 300.300; ARSD 24:05:25:02.01, ARSD 24:05:25:06.01
- Initial evaluations; 300.301; ARSD 24:05:25:03
- Screening for instructional purposes; 300.302; ARSD 24:05:25:03.03
- Re-evaluations; 300.303; ARSD 24:05:25:06
- Evaluation procedures; 300.304; 300.305; ARSD 24:05:25:04
- Determining eligibility; 300.306; ARSD 24:05:25:04.03
- Specific learning disabilities; 300.307 through 300.311; ARSD 24:05:25:07, ARSD 24:05:25:08, ARSD 24:05:25:11, ARSD 24:05:25:12

Comprehensive Plan

SECTION VIII: Confidentiality 34 C.F.R. 300.123; ARSD 24:05:29, ARSD 24:05:21:05

- The district/cooperative and all member schools/districts will ensure compliance with all regulations regarding the confidentiality of records and information, as noted in 34 C.F.R. §§300.610 through 300.626. Specific references must include:
- Notice requirements to parents; 300.612; ARSD 24:05:29:18
- Access rights; 300.613; ARSD 24:05:29:04
- Record of access; 300.614; ARSD 24:05:29:05
- Records on more than one child; 300.615; ARSD 24:05:29:06
- List of types and locations of information; 300.616; ARSD 24:05:29:07
- Fees for copies of records; 300.617; ARSD 24:05:29:08
- Amendments to records at parent's request; 300.618; ARSD 24:05:29:09

Comprehensive Plan

- Opportunity for a hearing; 300.619; ARSD 24:05:29:10
- Result of hearing and hearing procedures; 300.620-621; ARSD 24:05:29:12
- Parental consent for the release of records; 300.622; ARSD 24:05:29:13
- Safeguarding of records; 300.623; ARSD 24:05:29:14
- Destruction of information; 300.624; ARSD 24:05:29:15
- Children's rights; transfer at the age of majority; 300.625; ARSD 24:05:29:16
- Enforcement; policies and procedures; 300.626; ARSD 24:05:29:17
- Transfer of records for migratory children with disabilities; 300.213; ARSD 24:05:21:05

Comprehensive Plan

SECTION IX: Transition from Part C to Part 34 C.F.R. § 300.124; ARSD 24:05:27:21

- The district/cooperative and all member schools/districts will ensure that children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs. By the third birthday of such a child, an individualized education program (IEP) or, if consistent with 34 C.F.R. § 300.323(b), in individualized family service plan (IFSP), has been developed and is being implemented for the child. The local education agency (LEA) will participate in transition planning conferences arranged by the designated lead agency.

TEACHER OR DISTRICT SHARING

- It is your time to shine: help us celebrate teacher and/or district accomplishments by letting your region rep know

Thank You

- Nov. 16-20 is American Education Week, a time to celebrate public education and to recognize all of you who are making a difference in children's lives each and every day.
- From the staff at DOE, thank you for your work on behalf of South Dakota students.

School Psychology Week

- Governor Daugaard's office recognizes the role that school psychologists play in the personal and academic development of the children of South Dakota by declaring [November 9th-13th, 2015](#) "School Psychology Week".

Congratulations to:

- Jennifer Heggelund from Watertown named Friend of SDASP for 2015.
- Kari Oyen of Lennox named school psych of the year at the state conference in October.

Linda Turner, director of the office of special education, has been elected to a three-year term on the NASDSE (National Association of State Directors of Special Education) Board. She was also elected as co-lead for the small state consortium. Congratulations, Linda!

Next Sped Directors LiveMeeting

December 15, 2015

10:00 CST

Topics in December:

- **Birth to 3 State Systemic Improvement Plan**